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ABSTRACT

The multielective system in the high schools of the North Hunterdon district in New Jersey failed to provide students a sense of belonging, warmth, openness, and importance. The multiunit high school model, developed to answer these needs, groups students into learning communities of 20 to 125 students each. Each learning community is focused on a particular topic, but is staffed by from two to five teachers from a range of subject areas. After the freshman year students may choose to enter the standard multielective program instead. This document, prepared by the project director at North Hunterdon, outlines the training, operating, and evaluating processes required for achievement of the multiunit high school's two basic objectives. The first of these is the reorganization of the school into learning communities responsible for budgeting their own time, space, and resources, as well as for developing group spirit and personal relationships between individual students and their teachers. The second objective is for students in learning communities to exhibit a marked increase in six areas measured by Stern's High School Characteristics Index: intellectual climate, student dignity, self-expression, cohesiveness, congeniality, and openness. (Author/PGD)

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Multi-Unit High School

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The Multi-Unit High School Program is a comprehensive approach to advancing creativity in secondary schools. It improves student performance within a humanistic environment. It also decentralizes decision making, enabling those affected by decisions to participate in their resolution through consensus techniques. The program places equal emphasis upon meeting the needs of students and providing a rich and varied curriculum. It is a quality educational program designed to enhance student learning within our high schools.

Fred G. Burke
Commissioner

North Hunterdon Regional High School District
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MULTI-UNIT HIGH SCHOOL

PROJECT DIRECTOR'S MANUAL

BY

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Project Number 72-455, Title III and IVC, E.S.E.A.

September, 1976

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PREFACE

The Multi-Unit High School (MUHS) combines an instructional strategy, organizational structure, and staff development process into a total model that helps schools meet student perceived needs, assessed needs, career requirements, and human development needs. Successful implementation of the model can produce a school environment which is more open, trusting, cohesive, and positive to staff and students alike via Learning Communities (LC's) and a multi-selective structure.

The MUHS model can be compared to a theatre: the organizational structure provides "the set"; the instructional techniques provide the "script" and "props"; the students, supportive staff, teachers, and administrators are the "players"; and the community provides the financial backing and guidance through the superintendent — the "producer." The project director serves as the "director" of the production. Similar to a successful play, the Multi-Unit High School depends on the interaction of the audience, the actors, the director, and the community.

The nine essential players: Project Director, Superintendent, Principal, Assistant Principals, Learning Community Leaders, Department Chairpersons, Guidance Counselors, Learning Community Staff, and Staff Development Specialist each have produced a manual which details the role they play in a successful production. All manuals are interrelated, and it is essential that they be reviewed by all concerned to insure the success of the production or the model.

This particular manual is to be used by the administrator whose major responsibility is to implement the Multi-Unit High School and its compliment, the Multi-Elective Concept, in the district or individual school.

The manual details all aspects of the project with emphasis on philosophy, goals, objectives, activities, and evaluation/monitoring process. Eight companion manuals detail essential units and view the project from eight other roles. The project is broad in scope and encompasses all the phases of school life.

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INTRODUCTION

The Multi-Unit High School (MUHS) model developed at the North Hunterdon Regional High School District provides for the administrative restructuring necessary to better meet the perceived needs, assessed needs, and career requirements of students by better meeting their human needs. It does this in two ways. **First,** the administrative restructuring provides a shift from singular to pluralistic leadership, thus giving both teachers and administrators a positive stake in the success of the educational program. **Second,** through the establishment of the learning communities which break both students and teachers free from the classic structure that lock a group of students to a single subject teacher, there is encouraged a successful mix of learning/teaching styles, with curricular, time and space flexibility. **Taken together,** these changes help to produce an environmental climate conducive to the growth of student dignity, self expression, and cohesiveness; factors which in turn foster a more positive educational atmosphere.

It should be pointed out that the key institutional variable for the success of this project lies in the people involved. The school administration must be willing to learn and able to accept pluralistic leadership rather than total command from the top. Administrators must be willing to accept the idea that key teachers, learning community leaders, are both capable and willing to undertake many administrative and decision making functions formerly reserved to principals and other administrators. As an accompaniment to this administrative openness and sharing of decision making, teachers themselves must be willing to accept the additional administrative and decision making responsibilities that accompany the successful creation and day to day operation of a learning community. If both administrators and teachers are willing to share this new type of pluralistic leadership and hence pluralistic responsibility, then the organizational restructuring inherent in the Multi-Unit High School Model will be accomplished.

Similarly, both administration and teachers are the major institutional variable of importance to the successful realization of the program's goals with respect to student affective growth. A successful LC, as described here, demands a great deal of cooperation between administration and teachers if it is to function; both teachers and administrators must feel comfortable in their new roles if these roles are to succeed. Furthermore, a similar sense of mutual trust must be created among the students and teachers if the learning community is to accomplish the affective goals of the project. Learning communities do in fact become mini-schools, subject to many of the pressures and strains of the larger facility. It is only through a sense of love, understanding and mutual cooperation among teachers and students that the learning community will succeed. It is for this reason that the Advisor-Advisee concept is essential to the Multi-Unit High School Model for in it mutual trust is stressed.

Thus in summary, people are the one variable most critical to the success of the Multi-Unit High School Model. Administrators must be willing to support as well as accept pluralistic leadership and decision making with the teaching staff. Teachers, especially those who are members of the learning community, must be willing to undertake many administrative, curricular, and guidance functions formerly reserved for other school personnel. Finally, students within any given learning community must be ready to adopt a new attitude of feeling, closeness, and trust within the learning community, both among themselves as students, and among themselves and their learning community teachers, if the learning community itself is to accomplish the goals of this project.

BACKGROUND

A brief discussion of the events leading to the establishment of the Multi-Unit High School Model may serve to provide a perspective from which to consider the needs addressed by the program.

In order to improve conditions in the following four problem areas: (1) a distinct rowdiness by certain groups of students within the school; (2) a feeling of disillusionment by a respected majority of students in regard to the purpose of school; (3) a lack of commitment or individual initiative; (4) a general social disintegration; a multi-elective structure was implemented.

The structure allowed students to make decisions as to what courses they perceived they needed. It gave those students with high motivation and clear career goals the opportunity to share in making decisions that affect their lives, enabling them to take more interest in their experience and learn more from it. Jefferson, like Dewey and many others, felt that self-direction and responsibility are learned through actual practice and not by rhetoric alone.

The multi-elective structure, which is part of the Multi-Unit High School, consists of a variety of course offerings ranging from nine to eighteen weeks; from specific time patterns to continuous progress strategies; and from In-School to Out-of-School Independent Study Projects and Learning Activity Packets. In other areas of concern for young people, students have various alternatives as to their use of unstructured time, or what is referred to as "Going Ahead Independently."

Unfortunately, the multi-elective did not help those students who viewed the school as too institutionalized and structured to provide them a sense of belonging (cohesiveness), warmth (congeniality), openness and importance (student dignity).[1]

Further, contact between teachers and pupils was limited to class time; teachers were responsible for an excessive number of students during a given year; thus, not giving students and teachers enough time to know each other and build rapport, and guidance counselors were isolated from the learning process and therefore not necessarily well acquainted with students to help them.

Academically, the instructional program is based on a 300 multi-elective structure which has been in successful operation for a majority of students since 1968. Like in many other high schools, a large group of students, freshmen, and students from both ends of the normal bell curve, felt that the multi-elective strategy was not a viable alternative for students to pursue and that the school had merely poured "old wine into new bottles," as one student put it. Further, the failure rate, the barely passing rate, and the in-school class truancies were increasing.

In exhorting teachers to individualize instruction and diminish subject matter isolation, teachers asked for an organizational structure that gave them the power to make meaningful decisions as to scheduling, budget considerations, and immediate curriculum reforms without having to wait until a particular course was approved one and a half years hence.

[1]This was reinforced in the Stern's High School Characteristics Index, 19 scales. See Appendix A.

GUIDING PRINCIPLES

In response to these problems several factors had to be considered. Specifically, the school had to address itself to the human needs of people as well as their learning needs. Unfortunately, public schools in the past have often been heavy on knowledge needs at the expense of human needs. Alternative schools, on the other hand, have often given attention to the human needs at the expense of knowledge. Some students do well in a school where the curriculum is developed around the subjects, while others need a curriculum centered around the student. The project provides for both types of students by giving the school community a supermarket of resources where students, with the help of teachers, counselors, and parents can select those resources or combinations of resources that will maximize their learning.

Education is not the mere giving of knowledge, but the process of helping each person become a whole person. This is not accomplished by teachers pouring information from notes to student notebooks, or by multi-media devices, and programmed instruction. Granted, varied modes and teaching styles add to the retention of knowledge, but its depth can be enhanced by an environment that exhibits a high concern for student dignity, allows self-expression, is cohesive in nature, maintains a secure and congenial atmosphere, and adds to the sense of openness.

The National Commission on the Reform of Secondary Education (1973) points out that secondary schools need to give attention to the environmental climate of the school. That environmental climate is not merely the heat, water, and light conditions of the school. It is not merely the paint color, the age of the building, or whether the school has carpeting or not. It is not merely the number of advanced degrees that the staff may possess or whether a school time structure is modular, block, or traditional. It is the day to day interactions between students and teachers. It is the interaction among the school, staff and students, and the community. It is the attempt to see positive values in each other, to tolerate differences of view, and to realize that each individual has a unique perception of reality, and that the sum total of these mosaic perceptions makes the world for students, parents, and staff alike. Further, the wheel of education need not be invented again. Instead, the concept has to preserve those strategies that help students maximize learning, such as the multi-elective structure. The concept cannot

alienate students, teachers, and parents alike. It has to be flexible to allow all the participants in the school to live harmoniously with each other in a world of individual differences whether it be learning styles, teaching strategies, or inter-personal relations.

In response to the problems mentioned above, the administration, and a handful of teachers researched, studied, and visited schools in Oregon, Washington, Ohio, and Wisconsin. Various differentiated staffing models (Temple City Plan, Bush and Allen Plan, Florida State Plan, McKenna Plan, New Mexico State University Plan, Norwalk Plan, San Diego Model, and Sharpe's Model) were researched and studied: New Jersey State Department of Education personnel were consulted; the Harvard School Plan at John Adams High School was examined and slowly the basic concept of inter-discipline teams consisting of teachers and students started to emerge.

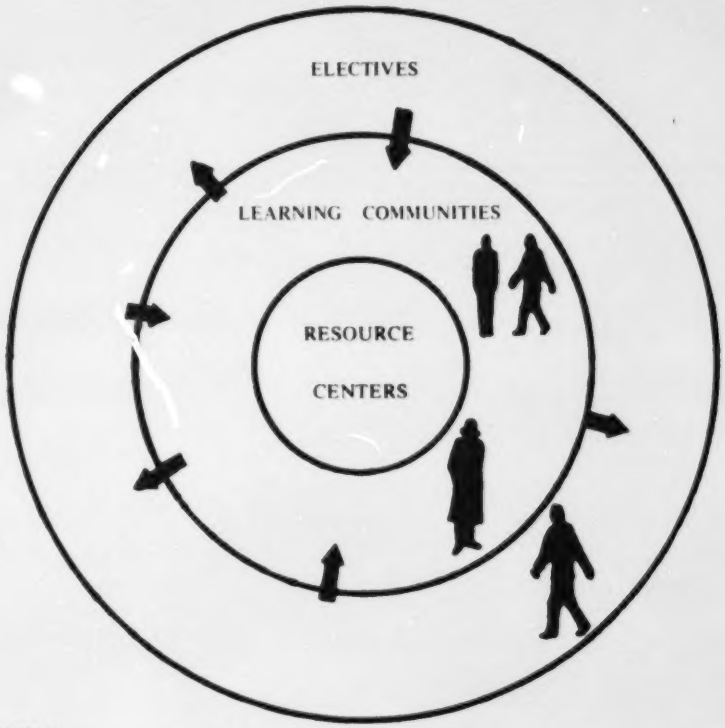
After continued study and interaction with Wisconsin and the Institute for Development of Educational Activities (I/D/E/A) model for Individual Guided Education (IGE), the North Hunterdon (NH) model slowly started to evolve. But before a model could be finalized, its relationship to those aspects of the school organization that were helping the majority of students had to be preserved and enhanced. What was needed was a structural fabric upon which the components of the project could be woven into an eclectic tapestry of educational alternatives within the high school for students, teachers, and parents alike — a modular block time schedule.

PROGRAM OVERVIEW

The MUHS model differs from others in that the learning community (LC), the basic administrative unit within the school, provides all the services that a mini-school would provide:

student guidance and counseling; an instructional program based on perceived and assessed student cognitive and affective needs; and self-governance. In addition, the LC may not necessarily include the entire student population or faculty, thus preserving and complementing the multi-elective system already in existence.

NORTH HUNTERDON MULTI-UNIT HIGH SCHOOL



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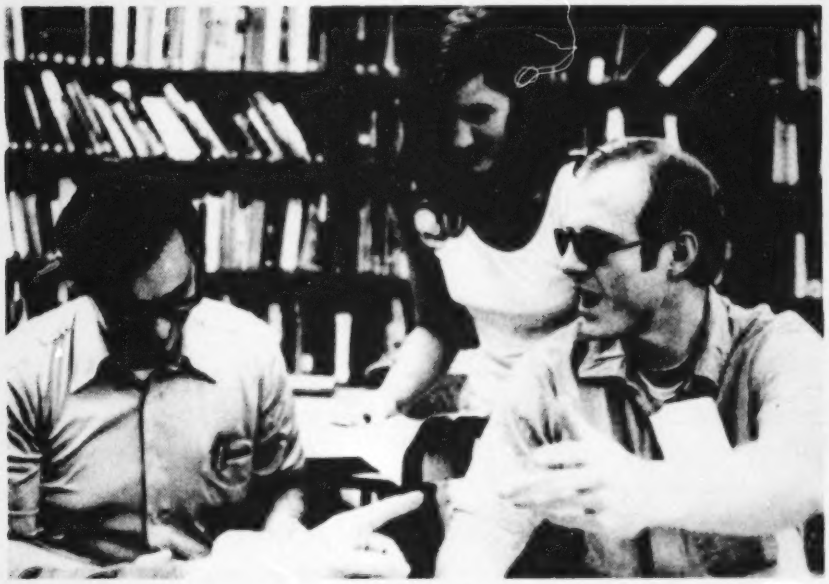
The learning community consists of a teacher team, generally representing English, social science, mathematics, and science; about 20-125 pupils; and a guidance counselor. Pupils may spend most of the school day in LC's. In some cases, pupils take only one elective, but in a few others students supplement their learning community courses with several elective courses.

Upperclassmen have the opportunity of entering a LC (or participating in the regular elective system) where they can get specialized study which appeals directly to their interests. There are LC's for as many needs as a student may have, such as General Education, Math-Science, Social Science, Vocational Education, Performing Arts, and Philosophical Foundations. Also, it should be noted that upperclass LC's are single and multi-graded.

Freshmen, who generally have a harder time adjusting to high school, are required to enter a LC. They can choose from five: Humanities, Liberal Arts, Vocational-Business, Mathematics-Science, and General Education.



The Advisor-Advisee component of the project insures that those elements of human development (security, belonging, love, self-respect, and self-actualizing) are carried out by all LC staff members through outings, picnics, and other community building processes as well as dealing with specific pupils and parents on a one to one basis. Moreover, to insure that pupils are learning, various assessment instruments are used periodically to measure both the cognitive and affective domains. The learning styles of each student in the community are also assessed. This then becomes the center upon which the LC's instructional program is determined, developed, and implemented.

Within a given LC, the classrooms are next to each other (if the LC requests it), students and teachers work together, and have sole decision making power over the community's block of time. They can ignore the regular time periods and arrange their schedule to fit the needs of the LC. Decisions within the LC range from instructional decisions to budget transactions. All decisions are reached by consensus of the entire LC staff and in some cases with student participation. Because the teachers within the LC keep up to date on what is being taught in each other's classes, they can arrange complementing lessons. Also, through the cooperation and shared interests, the four teachers learn about other fields in their LC and work these other subject areas into their own class presentations.

To an extent, depending on the LC, pupils can work at their own pace and receive credit for the work taken. Further, the LC can develop and implement courses at will as long as they are congruent with the goals and objectives of the LC, the school, and the district.

Not only do LC's cross the lines of academic disciplines within their own structures, but they sometimes take their specialties to other LC's in the form of presentations or mini courses. Also, as a side effect, the multi-grade or nongraded LC has found that 10th graders tend to work up to the level expected of seniors and the pupils have come to ignore age differences.

Further, most behavior problems are handled by the LC where the teachers and the guidance counselor know the pupil and his family background. This area is further discussed in the **Learning Community Leader's Manual.**

PROGRAM IMPLEMENTATION

In order to implement the Multi-Unit High School Model at North Hunterdon and Voorhees, two specific objectives were developed; intervention strategies planned and implemented; and each strategy and specific objective had to be evaluated/monitored.

OBJECTIVE NUMBER ONE

Within three years, a large high school (9-12) will reorganize the entire freshmen class, as well as those upperclassmen who desire, into at least 10 learning communities (LC's) or mini-schools, of 20 to 125 students each, with approximately 2-5 staff members of varied subject areas. Each LC will develop and implement the following strategies, as evidenced by LC Self-Assessment Instruments (Appendices D and E), the Team Effectiveness Instruments (Appendices F and G), and various unobtrusive measures (Appendix B):

A. An Advisor-Advisee concept to meet student perceived, assessed, career and human development needs;

B. A systematic instructional program involving goal definition, performance specificity, and delineation of instructional modes and styles;

C. A self-governance strategy that will involve the LC in community building, self-evaluation, and active decision making in determining budget, time, and space requirements for its students and staff.

Intervention — Objective One — Training

The in-service program used by the North Hunterdon Regional High School District in the implementation of Objective One is detailed in the **Staff Development Specialist Manual.** Generally, the project training consists of establishing a mind set in the consumer district that preconditions the community and staff to look at itself in order to rededicate themselves to those philosophical principles of care for others, positivism, and action rather than a sense of despair, hopelessness, and helplessness that afflicts many young people and adults today. This

is accomplished by a two phase training program based on Maslow's heirarchy of needs, i.e., physical security, sense of belonging, a sense of love, self-respect, and self-actualization. The first phase, Leadership Training, addresses itself to preparing the staff and administration to trust each other; clarify educational process goals; develop a positive image in themselves; learn brainstorming, consensus, and decision making skills; and finally, reorganize the school to allow the formation of learning communities and pluralistic decision making.

The second phase of the training program is covered in Objective Number Two below. It emphasizes the inter-relationship of students and staff members.

In regard to the first phase, North Hunterdon Regional High School District Multi-Unit High School personnel will be available to train twenty percent of the local leaders in the various processes in a three-day workshop outlined in the **Staff Development Specialist Manual.** The consumer district may also use the I/D/E/A's "We Agree" process, and are encouraged to contact:

I/D/E/A, Institute for Development of Educational Activities, Inc.
Charles F. Kettering Foundation
5335 Far Hills Avenue, Suite 300
Dayton, Ohio 45429
Phone Number: 513-434-7300

The community also needs attention. A District Community Council should be organized. The council at the North Hunterdon Regional High School District was partly made up according to a study by Peter H. Rossi and refined by Floyd Hunter (1956) and replicated by Robert O. Schulze and Leonard U. Blumberg in 1957 which identified community influentials or determinants through a reputational method. The individuals were identified by asking those that perceive power structures to name those persons whom they felt possess at least one of the following: (a) wealth, (b) office or position, (c) social prestige, (d) control over information, (e) experience and knowledge, persuasive taler , rate of upper mobility in occupation, (f) family relationships, (g) popularity, and (h) length of residence in the local community.

The council was not solely selected on the criteria stated above, but many individuals who were interested in improving education were invited to attend and have become involved. Further, the council was not limited to adults; students and various faculty members also became active participants.

Each learning community also extended the community concept by inviting the parents, brothers, and sisters of its students to meetings, picnics, etc. (The **Learning Community Leader's Manual** deals with this phase in detail.) The enthusiasm was overwhelming. This can be attributed to the fact that parents know they are dealing specifically with the group of teachers concerned about their son or daughter. A Liberal Arts LC Parents' Night, for example, drew 150 parents, a fantastic response for a group with only 192 students.

Intervention — Objection One — Operations

The operational activities outlined below will help in the implementation of Objective One. Each activity is sequentially numbered according to suggested month of implementation. The adopter school may want to accelerate several procedures. The numbering system is keyed to the objective number (the first digit); the month of implementation (the second digit); and the consecutive numbered activity for that month (the third digit).

0.1.0 Reorganize the high school into various learning communities with an Advisor-Advisee component; a systematic instructional program; and a self-governance strategy. (See page 8 for full statement of Objective Number one)

1.1.0 **1st Month**

1.1.1 Read all project materials.

1.1.2 Identify, assign, and organize support staff.

1.1.3 Form a District/School Program Improvement Council and review materials.

1.1.4 Organize and initiate a District Community Council to open discussion with community.

1.1.5 Develop or modify a time schedule to allow staff in-service and planning such as a flexible school day concept.

1.1.6 Establish operational Objectives/ Targets for principal and assistant principal, director of guidance, and schedule maker.

1.1.7 Acquire or reproduce all necessary program evaluation instruments.

1.2.0 **2nd Month**

1.2.1 With the superintendent/principal invite key staff members to discuss possible project goals. With the superintendent/principal identify 20% of the staff for Leadership Training.

1.2.3 Read the **Staff-Development Specialist Manual.**

1.2.4 Prepare materials/films, etc.

1.2.5 Disseminate and review jointly **Principal's** and **Assistant Principal's Manuals.**

1.2.6 Start developing various organizational plans to be discussed during the 20% Leadership Conference that will place the principal as the key curriculum leader of the school and directly in authority line to the superintendent where possible.

1.3.0 **3rd Month**

1.3.1 Conduct a three day leadership workshop with North Hunterdon Regional High School District personnel if possible. See **Staff Development and Specialist Manual** or contact I/D/E/A for a "We Agree" workshop. The workshop

will address itself to: (1) training school personnel to conduct a similar workshop; (2) helping adopter leadership group to acquire skills in brainstorming, consensus building, and decision making skills; (3) helping leadership group to increase level of openness, trust, positivism, and commitment; (4) planning a 100% workshop for individual school personnel. Discuss major phases of the project.

1.3.2 Visit North Hunterdon Regional High School District with key personnel to examine project goals, objectives, activities, and evaluation processes.

1.3.3 Plan for 100% workshop. Insure that potential groups do not represent one segment of the faculty. Acquire all necessary materials and films.

1.3.4 Implement time schedule to allow staff in-service and planning.

1.3.5 Evaluate 20% Leadership Workshop.

1.3.6 Schedule, delegate, and collect all unobtrusive measures; table of grades; suspensions; truancies; etc. See Appendix B.

1.3.7 Acquire information from I/D/E/A for IGE/Ages 14-19 for study by teacher/administrator/community committees.

1.4.0 **4th Month**

1.4.1 Implement 100% staff Leadership Conference for district. See **Staff Development Specialist Manual.**

1.4.2 Evaluate 100% staff Leadership Conference.

1.4.3 Start plan for mini-clinical with LCL's.

1.4.4 Examine various multi-unit plans including the IGE model. Assign various teacher/administrator/community committees to study materials and report the same to the staff within three weeks.

1.4.5 Have administrators read **Superintendent's, Principal's, Assistant Principal's** and **Project Director's Manuals.** Review all manuals in an open meeting. Review **LCL's** and **LC Staff's Manuals.**

1.4.6 If desirable and congruent with consumer district philosophy and goals start staff committees on the development of resource centers or mini-libraries. See **Department Chairperson's Manual.**

1.4.7 Start planning for a modular/block schedule. See **Principal's Manual.**

1.4.8 Start examining current curriculum/instructional programs to determine whether to implement a multi-elective and multi-unit concept in the consumer district.

1.4.9 The dean of students or assistant principal will submit quarterly reports to the project director and the principal on the status of the following unobtrusive measures: cutting; truancy; misbehavior or insubordination; leaving school grounds; late to homeroom; driving violations; smoking in prohibited areas; trespassing; cutting detention; warned; three

day and five day detention; referred to guidance or teacher; letters home; parent conference; suspensions; and amount, type of damage, and location.

1.4.10 Principal or assistant principal will conduct meetings with all staff members to (1) make them aware of teaming possibilities, (2) encourage at least 20% to formulate teams via basic education lines, i.e. English, social studies, mathematics, science, and guidance, and (3) identify and recommend to the project director 20% staff members for in-service staff development.

1.5.0 **5th Month**

1.5.1 Acquire materials for LCL's Leadership Clinical training; start planning as to physical set-up; review **Staff Development Specialist Manual,** the **Principal's Manual, LC Leaders' Manual, LC staff's Manual,** and **Project Director's Manual.**

1.5.2 Study committee to report results on multi-unit models and acquire faculty consensus. Make decision to commit to North Hunterdon Regional High School model, I/D/E/A model, or Wisconsin model.

1.5.3 GO decision on NH MUHS model: contact the project staff at North Hunterdon Regional High School District for materials and possible help, such as exchanging staff members. Initiate various training programs as outlined in the **Staff Development Specialist's Manual.** NO GO decision, stop and review recommendations. Remember, I/D/E/A has an excellent program which involves the entire school in LC's.

1.5.4 Implement LCL's clinical.

1.5.5 The superintendent/principal with his staff will develop a new district/school organization that will facilitate school decision making in a learning community setting and give each LC member direct line authority from the principal to his team members.

1.5.6 If GO decision on resource centers, the principal and his administrative staff, using the **Department Chairperson's Manual,** develop and implement a series of workshops in each major subject area to insure teacher/student efficient use of resource centers in the school.

1.5.7 The principal and his administrative staff will insure the following budget considerations: planning time for learning community leaders; in-service for staff; curriculum materials for individualization; and release time for Program Improvement Council study groups.

1.5.8 The principal and his administrative staff will facilitate the following decisions by the staff as they pertain to the LC: curriculum development, student schedules, budget decisions, space decisions, and in-service decisions.

1.6.0 **6th Month**

1.6.1 Evaluate LC Leadership clinical.

1.6.2 Principals and assistant principals will review respective manuals.

1.6.3 Principal makes available physical space and blocks of time for each LC to meet its special needs which will give the LC its unique character.

1.6.4 The administration will implement a schedule that will facilitate LC's through the provision of a block of time, flexible space consideration, and a complement, multi-electives system.

1.6.5 The 20% of staff who have been identified (month #4) and trained (month #5) will be organized into LC's and/or asked to organize their own LC's whenever possible involving one teacher from English, social science, math, science, and a guidance counselor.

1.6.6 Plan student teacher clinical with potential LCL's. Decide time to conduct clinical, i.e., summer or regular school semester; length of clinical; number of students to be used; and start to acquire materials as well as resource people from the North Hunterdon Regional High School District if necessary. Arrange for physical facilities, and student schedules.

1.6.7 Implement LC concept and monitor to insure that each LC conducts all the stated activities in the concept, i.e., Advisor-Advisee component, a systematic instructional program; and a self-governance strategy. Use various program assessment instruments in the appendix of this manual. Also see Objective Number Two.

1.6.8 Organize a district community council as per district policy. Administer a goal setting program such as the Phi Delta Kappa process.

1.6.9 All students and parents, and community members will receive information on LC's in order that students and parents can participate in the decision process of LC selection.

1.6.10 Each LC will forward monthly evaluation reports on the progress of each LC to the principal and project director.

1.6.11 LC's will start to recruit students for LC's. See **Learning Community Leader's Manual.**

1.6.12 All students interested in LC's will be assigned to LC's.

1.7.0 **7th Month**

1.7.1 Implement a Program Improvement Council. See **Principal's Manual.** Each principal will schedule specific meetings during the month to review with his LCL's the following: school-wide curriculum changes; curriculum change within the LC; advisement activities; program planning techniques; parent reporting systems; home school programs; and other housekeeping tasks.

1.7.2 Plan administration of Stern's High School Characteristics Index to all students or at least to a random sample of students representing all grades in adequate numbers to use as a base to compare with LC students at the end of Year Two.

1.7.3 Administer Stern's High School Characteristics Index.

1.7.4 Start to develop schedule. See **Principal's Manual.**

1.8.0 **8th Month**

1.8.1 Report to staff results of community goal setting.

1.8.2 LC's to start development of curriculum based on goals as described in the **Principal's Manual.**

1.8.3 Guidance personnel to lend assistance in curriculum development, student selection, student identification of need, etc. in all LC's.

1.8.4 Each LC will develop a team description indicating interest of team, major objectives, activity summary, and amount of credits for Board adoption and inclusion in the Program of Studies. (See Appendix I.)

1.9.0/1.10.0/1.11.0 **9th, 10th, 11th Months**

1.11.1 Conduct student/teacher clinical.

1.11.2 Evaluate clinical.

1.11.3 Review all project activities and plan alternative programs for problem areas. Contact producer district for help.

1.12.0 **12th Month** — Have a good vacation.

1.13.0 **13th Month**

1.13.1 Implement LC's.

1.13.2 Each LC will review goals and objectives; conduct Advisor-Advisee activities; conduct needs assessments; modify planned curriculum plans and implement; and evaluate their progress with principal and project director. See Objective Number Two.

1.13.3 Each LC will forward monthly reports on all unobtrusive measures to the principal and project director.

1.13.4 New faculty members will be introduced to the LC philosophy during four luncheons.

1.13.5 Interested staff members and new teachers will be given opportunities to visit learning communities in action, receive in-service training by project personnel, and expose to various human development activities in order to build a feeling of trust and cooperation.

1.13.6 The principal or assistant principal will identify an additional 20% of staff for training as learning community leaders as during Month Four.

1.13.7 Each LC will identify and appoint various members to perform those tasks associated with curriculum development, student evaluation procedures including recordkeeping, etc.

1.13.8 Staff members will use flexible school day during YEAR TWO to plan team strategies, prepare curriculum guides, participate in staff development programs, implement intramural sports programs, conduct evaluations, and organize parent conferences, club meetings, and pupil conferences.

1.13.9 Start processes for new LC's as stated above from 4th to 10th month. Monitor to insure compliance with strategies and components.

1.21.0 **21st Month**
Administer Stern's High School Characteristics Index to student body insuring that LC student results are segregated from those of the total population.

Intervention — Objective One — Evaluation

In order to ascertain whether the anticipated changes are in effect with regard to surface and internal organizational patterns, several instruments were modified and developed to suit the organizational expectations of the MUHS project at North Hunterdon Regional High School District. These methods can also be used by adopting districts to facilitate implementation planning and evaluation.

The first element, surface change, is to determine whether in actuality the organizational change occurred and whether some permanence can be associated with such change. This is determined in three phases: (1) project organizational change; (2) teachers' recognition of such change as evidenced by its acceptance in the Teachers' Association contract; and (3) the approval by the Board of Education.

The second element of the organizational restructuring deals with the internal aspects of the structure, and the amount of team effectiveness perceived by LC members. It is important to realize that the cohesiveness factor of the project is forced by the organizational pattern that brings people together, thus establishing the prerequisite for human interaction by all members of the community. This interaction with internal processes for conflict resolution such as consensus making makes the group cohesive which in turn makes the group more attactive to its members and more likely to use the group as a reference group. This in turn makes the group's norms positively affect individual behavior. Moreover, the process makes class activities attractive and satisfies needs of acceptance, recognition, affiliation, and security.

The instruments developed and/or modified by the project director are: Unobtrusive Measures Report[1]; Internal Operations Instrument (IOI)[2]; LC Self-Assessment Index[3]; LC Self-Assessment Index Summary[4]; Team Effectiveness Scale[5]; Team Effectiveness Scale Summary[6]; and Summary Evaluation of MUHS[7]. The office responsible for their administration and the frequency with which data is collected is indicated below:

Activities/Instrument	Office Responsible	Frequency
Intervention — Obj. #1 — Optional	Project Director	Daily
Unobtrusive Measures Report	Principal/Staff	Monthly
Internal Operations Instrumt.	Project Director, Principal, LCL	Quarterly
Team Effectiveness Scale	Principal, LCL's	Biannually
Team Effectiveness Scale Summary	Project Director and Principal	Biannually
LC Self-Assessment Index	Prin., LCL's, Staff	Biannually
LC Self-Assessment Index Sum.	Proj. Dir. and Principal	Biannually
Summary Evaluation of MUHS	Proj. Dir. and Principal	Annually
Stern's High School Characteristics Index	Proj. Dir. and Principal	Annually

[1]Appendix B [3]Appendix D [5]Appendix F [7]Appendix H

[2]Appendix C [4]Appendix E [6]Appendix G

The LC Self-Assessment Index is a modification of the instrument developed by Dr. Fred Wood, University of Nebraska, in conjunction with I/D/E/A in Ohio, that measured the degree of implementation of an Individually Guided Education (IGE) model at East High School in Lincoln, Nebraska. The modified version is used to measure those IGE components that are congruent to the Multi-Unit High School model: Advisor-Advisee, Instructional Phase, and Continuous Improvement. It should be noted that although the phases are congruent, several internal procedures are unique to the Multi-High School model; specifically, the use of a guidance counselor in the LC, the emphasis towards Maslow's self-actualization process, and the curriculum planning component. Nonetheless, Wood's instrument as modified is an excellent straight-forward instrument that may be applied to the evaluation of the implementation of the North Hunterdon Regional High School District Program.

To determine the effectiveness of internal LC communication, an instrument reported by Richard A. Schmuck, and others at the Center for the Advanced Study of Educational Administration (University of Oregon) and by Caroline McGregor was used to ascertain the degree of mutual trust and support; interpersonal communications; team objectives; effectiveness; conflict resolution; resources utilization; control methods; and organizational environment.[1]

Data verification procedures need to be accomplished at two levels: high school and district. The assistant principal for instruction checks all reports for accuracy and internal consistency. The district office or the project director checks all data as to internal consistency as it relates to previous quarterly reports and other related data that was reported by all concerned. In addition, reports are made to be randomly verified through activity observation and personal interviews.

OBJECTIVE NUMBER TWO

The second objective of the Multi-Unit High School's implementation is that after a minimum of one year's involvement, students in LC's will exhibit a marked to significant increase in the following areas or scales of concern as measured by the Stern's High School Characteristics Index:

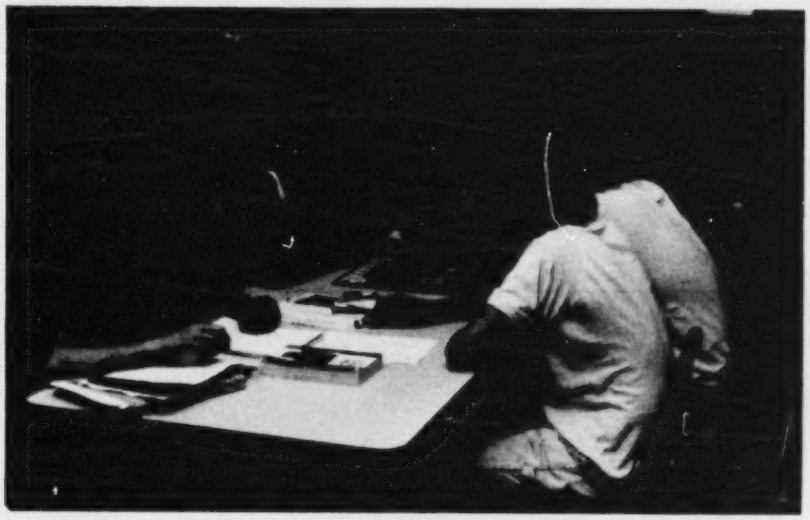
A. Intellectual climate;
B. Student dignity;
C. Self Expression;
D. Cohesiveness;
E. Congeniality;
F. Openness.

[1] See Appendix F

Student intellectual achievement will remain the same or improve as measured by the Iowa Test of Educational Development; and student failure, low-passing, and cutting rates will exhibit a substantial decrease as evidenced by various unobtrusive measures.

Again, it may be of interest to note that the initial needs assessment undertaken when this project was being designed indicated that despite the development of the multi-elective concept, a majority of students still felt that the school was not doing all it could to meet their needs. This feeling was expressed in many ways, from the individual student who complained that the multi-elective program merely "put old wine into new bottles," to the results of Stern's High School Characteristics Index which showed North Hunterdon students scoring significantly lower than the norm in such areas as intellectual climate, student dignity, and self-expression. The same instrument indicated that the student body felt the school lacked cohesiveness and congeniality. Furthermore, various unobtrusive measures indicated that something was wrong. Both failure and low-passing rates were starting to climb, as were instances of class-cutting.

In short, the students seemed to be telling us, both in their words and actions, that the school was failing to meet their perceived needs, especially in the affective area. It was hoped that student participation in LC's would do much to revitalize the school as perceived by students and bring about the positive changes outlined in Objective 2.



Intervention — Objective Two — Training

LC activities may be broken down into the following three inter-related components: (1) Advisor-Advisee; (2) Instruction; and (3) Self-Governance.

The ADVISOR-ADVISEE component consists of four major tasks: (a) identify student perceived and assessed needs in the cognitive, affective, and psychomotor domains; (b) determine student learning styles; (c) insure that each student will be able to meet state and school requirements for graduation, as well as career requirements for post secondary education or career entrance; (d) identify and meet the human development needs of each student in the LC.

In order to achieve these tasks each LC teacher is made aware of his role as described in the Advisor-Advisee memorandum in the **Learning Community Leader's** and **Learning Community Staff's Manuals.** This memorandum is followed by various LC staff brainstorming

sessions which result in groups of teachers developing various ways to involve students in human development exercises, such as exchanging views, recognizing and sharing accomplishments, problems, etc. and developing mutual trust and openness with students.

In order to accomplish the needs assessment required by this component LC teachers identify and select various standardized tests for student assessment, and/or develop various criterion referenced tests where such tests do not already exist. Data resulting from a systematic administration of the tests and their analysis become the foundation for the development and implementation of curriculums with their sub-parts-instructional modes and teaching styles.

The INSTRUCTIONAL component has five major tasks: (a) Develop broad congruent goals that the LC will strive for during the year. (b) Engender from the goals, performance objectives and activities that will help students achieve in the cognitive, affective, and psychomotor on three levels of understanding; literal, interpretive, and applied. (c) Determine the desired mode of learning for each activity or groups of activities; (a mini-course within the LC, out-of school, a cooperatively planned unit between the student and teacher, a large group or small group presentation, or an interest center). (d) Analyze and match teaching styles with student learning styles identified in the previous component. (e) Assess and evaluate the instructional component again to determine whether the performance objectives have been achieved and/or what needs to be done.

The third component of learning community activities is SELF-GOVERNANCE, which consists of five tasks: (a) Curriculum development; (b) Program Improvement Council; (c) School community building; (d) Budget development and control; (e) Time (scheduling) and space (location) decisions for LC activities.

This self-governance component is the heart of the learning community concept because it is at this juncture that integrated curriculum, instructional budget, time, and space decisions are made. This component is the communication link which allows the LC staff to communicate within its jurisdiction, as well as with the rest of the school via the Principal's Program Improvement Council. The principal has major input as the school's instructional leader through the council; likewise, the LC has direct assess to the principal. School community building activities are also formulated and implemented in this component.

Intervention — Objective Two — Operations

The operational activities outlined below will help in the implementation of Objective Two. Each activity is sequentially numbered according to suggested month of implementation. The adopter school may want to accelerate several procedures. The numbering system is keyed to the objective number (the first digit); the month of implementation (the second digit); and the consecutive numbered activity for that month (the third digit).

2.2.0 Students will exhibit a significant gain in the following areas as measured by the Stern's High School Characteristics Index: intellectual climate; student dignity; self-expression; cohesiveness; congeniality; and openness. Intellectual achievement will remain the same or improve as measured by the Iowa Test of Educational Development. Also cutting rates will exhibit a substantial decrease (See page 24 for full statement of Objective Number Two.)

2.6.0 **6th thru 12th month**

2.6.2 Review **Learning Community Leader, Learning Community Staff, Department Chairperson,** and **Guidance Manuals.**

2.6.2 Insure that all learning community leaders and learning community staff members review their respective manuals. Also review **Staff Development Specialist Manual.**

2.6.3 Review Leadership Training exercises with special emphasis on brainstorming, consensus making, decision making, and human development exercises such as positive reinforcement and active listening.

2.13.0 **13th Month**

2.13.1 Each team will establish a systematic process as outlined in the project for curriculum development, evaluation, and student reporting.

2.13.2 Each LC will conduct a needs assessment in all basic subject areas of the LC, determine human development needs, and ascertain learning styles. With the above data, each staff member, working through his LC, and in congruence with district/school goals will develop the curriculum necessary for the successful progress of its students. See **Learning Community Leaders** and **Learning Community Staff Manuals.**

2.13.3 Each learning community leader, with the principal, will insure that enabling objectives are congruent with performance objectives and district/school goals. Enabling objectives will vary in length, instructional mode, and level of competence consistent with his needs and learning styles.

2.13.4 LC staff members and administrators will be constantly encouraged to broaden their repertoire of instructional techniques such as Muska

Mosston's **Spectrum of Teaching** (A validated New Jersey E.S.E.A. Title IV-C program). Staff should also examine instructional strategies for reading in content areas.

2.13.5 Each student will have an advisor the student chooses and will meet with his advisor at least once per week in order that both student and teacher can share concerns and set goals.

2.13.6 Once needs assessments have been completed, students will be grouped according to their individual needs.

2.14.0 **14th Month**

2.14.1 Students in LC's will be able to indicate specific enabling objectives or learning objectives they are pursuing as a means to becoming more self-directed.

2.14.2 LC's will establish various Learning Activity Packets — minimum competencies programs in basic education.

2.14.3 CPU (Cooperative Planned Unit) Management forms and procedures will be utilized at all times, with two persons in each LC being responsible for administration of the unit.

2.14.4 Out-of-School Learning (OSL) Programs will be developed by each LC as one scheduling procedure to execute and individualize learning programs in such a way that they are available in the areas of work, service, and research.

2.14.5 LC staff will encourage students to express themselves freely, make decisions within expanding parameters during their unstructured time or with out-of-school programs.

2.14.6 Students will receive credit for all instructional activities accomplished.

2.15.0 **15th Month**

2.15.1 Two or more teachers in each LC share the responsibility for planning and facilitating interdisciplinary learning.

2.15.2 The advisor of each student in the LC is responsible for the student's progress and as such can make appropriate changes in his advisee's schedule and program. See **Learning Community Leader** and **Learning Community Staff Manuals.**

2.15.3 Each advisor in the LC will have the responsibility to know what learning opportunities exist for his advisees both within and outside the LC subject area.

2.15.4 Each LC will identify personnel as to curriculum development, student evaluation, guidance services, budgeting time and space scheduling, staff development, and general administration of the LC.

2.16.0 **16th Month**

2.16.1 The learning community leader will strive to maintain open communication by involving LC staff in various human development processes.

2.16.2 The coordinator of multi-media services will develop and implement an in-service program to help team members understand the use and function of technology in instruction.

2.16.3 LC staff will determine their in-service needs as they launch various instructional modes, etc. See **Learning Community Staff Manual.**

2.16.4 Learning community leaders will submit quarterly reports to the project director and the principal on the status of the following unobtrusive measures: cutting; truancy; misbehavior or insubordination; leaving school grounds; late to school; driving violations; smoking in prohibited areas; trespassing; cutting; detention; warned; three-day and

five-day detention; letters home; parent conference; and suspension.

2.16.5 Each principal and learning community leader in his LC will schedule specific meetings through the Program Improvement Council to review, plan, and evaluate the following: school-wide curriculum changes; curriculum changes in the LC; advisement activities in human development and program planning and parent reporting; more opportunities to move student learning into the LC; LC plans concerning home school program; plans for student activities within the LC, such as LC newspapers and social activities; a program for continuous improvement; housekeeping tasks; needs scheduling; and space utilization.

Intervention — Objective Two — Evaluation

The major instrument used to evaluate Objective Two is the Stern's High School Characteristics Index, developed at Syracuse University. The instrument needs to be administered to an initial random sample of students. This information should be collected at the beginning of the first year and used to provide baseline data.

The Stern's High School Characteristics Index consists of 300 items that act to reflect a student's opinions about his high school: its environment, curriculum, teaching staff, student activities, and interests. These 300 items form a data base from which 30 scales are developed. After careful analysis of the scales, the project director determined that nineteen of the scales contained information relevant to the components of Objective Two. These nineteen scales have been used in the statistical analysis and are indicated in Appendix A of this manual.

Because of the complex nature of the High School Characteristics Index no validity co-efficients are possible. However, many separate studies using the instrument lend it validity. Related interactions between needs and classroom behavior have been reported by McCongley. (1968). In a series of studies, Herr (1962, 1963, 1965) reports an apparent congruence between the press suggested by the High School Characteristics Index and that inferred from other sources. KR_{20} reliabilities for the 19 scales used in this project range from .35 to .67, acceptable for an instrument of this complexity.

In addition, some form of standardized test such as the Iowa Test of Educational Development would demonstrate that at least the LC concept will not detract from the cognitive areas of the school, and could enhance it. Several unobtrusive measures should also be collected as outlined under Objective Number One — Operation.

The Iowa Test of Educational Development, Forms X-5 and Y-5, for example, used to measure student cognitive growth, is part of the SRA Assessment Survey, and uses norms developed in 1972. KR_{20}'s for the sub-tests used range from .50 to .96, while its national use as well as continued use in the project district support its content validity.

FINANCIAL CONSIDERATIONS

The project depends mainly on a reallocation of existing resources associated with the

reorganization into learning communities. Direct additional costs are related to substitutes during in-service training, stipends for learning community leaders, parent and community council activities, evaluation, travel, and materials. Overall administration of the activities at North Hunterdon Regional High School District was done by the project director. It is possible that adopter districts would incur some additional costs if they did not have all the prerequisites the producer district had such as (1) the ability to reallocate staff and administration responsibilities to carry out the project; (2) clearly defined district goals and objects; and (3) staff training completed during school time with substitutes being provided to continue the normal ongoing school functions. It is possible that different provisions could be made for training, e.g., during summers, vacations, etc.

The producer district will provide the training as well as ten manuals at cost. One time start-up cost would be approximately $20.19 per student with a continuation cost of $7.64 per student per year. Also, the financial cost for the project is minimal, as indicated below:

Category	Start-up Costs	Management Costs	Operational Costs
Staff Development			
Substitutes for in-service			
(1) Clue-In 5% staff, including 1 central Off. person, Principal, V.P., and 4 teachers (4 x 23 — $92)	$ 92.00		
(2) Leadership in-service 20% staff inc., staff inc. Central Off., Prin., Asst. Prin., and 26 teachers. (26 x $23 — $598 x 2 days — $1,196)	1,196.00		
(3) Decision In-service. 100% staff 2 days (142 x 23 — $3,358 x 2 — $6,176)	6,716.00		
(4) Mini-LC simulation or IGE clinic for LCL's x 10 days. (Est. 10 LCL x 10 x $23 per day — $2,300)	2,300.00		

Materials			
Optional through I/D/E/A:			
1 IGE Filmstrip Kit for approx. 20 teachers (2 kits x $196 — $392)	392.00		
1 IGE Publication Kit for each LC & key admin. (10 x 3 x $45 — $588)	588.00		
N.H. Multi-Unit H.S. Model Evaluation — Answer Sheets (.08 per sheet for box of 500) — $40 — 2 boxes —			80.00
2 boxes booklets @ .30 ea. x 100 — $30.00			30.00
Facilities			
Not applicable			
Contracted Services			
Evaluation			300.00
Equipment			
Not Applicable			
Travel			
(1) visit school with similar program within 100 miles x .15 per mi. — $15 x 4 visits		60.00	
(2) Clue-In 2 cars x 200 mi. x .15 per mi. — $60: Lodging for 7 (3 rms. x $25 — $75) Food for 7 for 2 days x $7 — $98		233.00	
(3) Leadership In-Service 20% staff camp inc. lodging and meals		378.00	
Other			
(1) LCS's — $150 per teacher x 4 — $600 x 10 LC's stipend			6,000.00
(2) Community Leaders' Council supplies — coffee, etc.			75.00
(3) Parents Meetings — coffee, etc.			
Totals	$11,100.00	$410.00	$6,355.00

CONCERNS AND CONCLUSIONS

The major problem, or perhaps the major question that a potential adopter district will ask itself is what degree of implementation is necessary for this model to be effective in producing positive change in the district? The unique strength of the North Hunterdon Regional High School model is that it allows the adopter district a certain flexibility in answering this question. Unlike the IGE model, total school acceptance of LC's is not necessary for the model to be

successful. It is essential that the core of administrators directly involved feel comfortable with the project and its shift to pluralistic leadership. However, those administrators not directly involved need only to accept the changes made by others, without feeling that they are personally obliged to become a part of the project. Similarly, the gradual development of learning communities permit those teachers initially most supportive of the idea to begin the project. Their success then acts to encourage other teachers to form additional LC's, allowing the number of LC's to multiply. In the same fashion, students within the school are given the option of participation. Thus, the major problem inherent to the potential adoption of any new model, namely, how deeply do we get involved, is solved by this model which allows each potential adopter to gauge its own degree of participation that is congruent with the maintenance of the other successful element of its ongoing program. None the less, the producer district highly recommends that approximately 40% of the student body be organized into learning communities.

Personal education is a reality. This is more than the individualization of instruction. It is the fitting of a school to the student, of providing him with meaningful options for his own style of learning. This can be accomplished in a comprehensive school through the learning community concept without radical changes in the school or moving into a voucher system.

Schools want and should preserve those strategies that help students maximize learning. The North Hunterdon Regional High School District model advocates a flexible response to student needs and maintains that this can be accomplished in a Multi-Unit High School. This "supermarket" of resources allows students, with the help of counselors and parents, to choose the resources or combination of resources that they feel will help or maximize learning. This again is reinforced by the National Commission on Reform of Secondary Education when it points out that "Every adolescent should, with proper guidance, be able to select those forms of schooling and learning most congenial to his basic learning style, philosophical orientation, and tastes." This can be accomplished by a comprehensive school within two years following the procedures suggested by this manual.

APPENDICES

A. STERN'S HIGH SCHOOL CHARACTERISTICS INDEX — 19 SCALES

B. UNOBTRUSIVE MEASURES REPORT

C. INTERNAL OPERATION INSTRUMENT

D. LC SELF-ASSESSMENT INDEX

E. LC SELF-ASSESSMENT INDEX SUMMARY

F. TEAM EFFECTIVENESS SCALE

G. TEAM EFFECTIVENESS SCALE SUMMARY

H. SUMMARY EVALUATION OF MUHS

I. LEARNING ACTIVITY SUMMARY

Appendix A

Stern's H.S.C.I. 19 Scales

NH/MUHS INDICATORS

1. The following project indicators are evaluated according to the attached scales (Stern's High School Characteristics Index) and unobtrusive measures:

Indicators	Measures/Scales
A. Intellectual Climate	Low failure rate Low passing grade rate Low cutting rate Low tardiness rate Stern's H.S.C.I. scale numbers 2, 3, 7, 11, 12, 13, 18, 21, 23, 25, and 30
B. Student Dignity	Stern's H.S.C.I. scale numbers 1, 3, 7, 10, 12, 18, 21, 25, 29 and 30
C. Self-expression	Stern's H.S.C.I. scale numbers 3, 8, 11, 12, 18, 21, and 25.
D. Cohesiveness	Stern's H.S.C.I. scale numbers 4, 20, 23, 25, and 29
E. Congeniality	Stern's H.S.C.I. scale numbers 4, 5, 11, 20, 21 and 29
F. Openness	Stern's H.S.C.I. scale number 12

2. Stern's H.S.C.I. Scales:

"Scale 1. Abasement vs. Assurance: Self-depreciation and self-devaluation as reflected in the ready acknowledgement of inadequacy, ineptitude, or inferiority, the acceptance of humiliation and other forms of self-degradation versus certainty, self-confidence or self-glorification.

"Scale 2. Achievement: Surmounting obstacles and attaining a successful conclusion in order to prove one's worth, striving for success through personal effort.

"Scale 3. Adaptability vs. Defensiveness: Accepting criticism, advice, or humiliation publicly versus resistance to suggestion, guidance, direction, or advice, concealment or justification of failure.

"Scale 4. Affiliation: Gregariousness, group-centered, friendly, participatory associations with others versus social detachment, social independence, self-isolation, or unsociableness.

"Scale 5 Aggression vs. Blame Avoidance: Indifference or disregard for the feelings of others as manifested in hostility either overt or covert, direct or indirect, versus the denial or inhibition of such impulses.

"Scale 7. Conjunctivity vs. Disjunctivity: Organized, purposeful, or planned activity patterns versus uncoordinated, disorganized, diffuse, or self-indulgent behavior.

"Scale 8. Counteraction: Persistent striving to overcome difficult, frustrating, humiliating, or embarrassing experiences and failures versus avoidance or hasty withdrawal from tasks or situations that might result in such outcomes.

"Scale 10. Dominance vs. Tolerance: Ascendancy over others by means of assertive or manipulative control versus nonintervention, forebearance, acceptance, equalitarianism, permissiveness, humility, or meekness.

"Scale 11. Ego Achievement: Self-dramatizing, idealistic social action, active or fantasied realization of dominance, power, or influence achieved through socio-political activities in the name of social improvement or reform.

"Scale 12. Emotionality vs. Placidity: Intense, open emotional expression versus stolidness, restraint, control, or constriction.

"Scale 13. Energy vs. Passivity: High activity level, intense, sustained, vigorous effort versus sluggishness or inertia.

"Scale 16. Harm Avoidance vs. Risktaking: Fearfulness, avoidance, withdrawal, or excessive caution in situations that might result in physical pain, injury, illness, or death versus careless indifference to danger, challenging or provocative disregard for personal safety, thrill-seeking, boldness, venturesomeness, or temerity.

"Scale 18. Impulsiveness vs. Deliberation: Rash, impulsive spontaneous, or impetuous behavior versus care, caution, or reflectiveness.

"Scale 20. Nurturance: Supporting others by providing love, assistance, or protection versus disassociation from others, indifference, withholding support, friendship, or affection.

"Scale 21. Objectivity vs. Projectivity: Detached, nonmagical, unprejudiced, impersonal thinking versus autistic, irrational, paranoid, or otherwise egocentric perceptions and beliefs.

"Scale 23. Play vs. Work: Pleasure-seeking, sustained pursuit of amusement and entertainment versus persistently purposeful, serious, task-oriented behavior.

"Scale 25. Reflectiveness: Contemplation, intraception, introspection, preoccupation with private psychological, spiritual, esthetic, or metaphysical experience.

"Scale 29. Supplication vs. Autonomy: Dependence on others for love, assistance, and protection versus detachment, independence, or self-reliance.

"Scale 30. Understanding: Detached intellectualization, problem-solving, analysis, theorizing, or abstration as ends in themselves."

Appendix B

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT
MUHS PROJECT

UNOBTRUSIVE MEASURES REPORT

MEMORANDUM

TO:_____

FROM:_____

DATE:_____

SUBJECT:_____ and Final Accountability Report

Summary:_____

	e.g. 1st M.P.	e.g. 2nd M.P.	e.g. 3rd M.P.	e.g. 4th M.P.	e.g. Change from 3rd to 4th
Enrollment					
Index					
Student Cutting					
Total Cuts					
Conferees					
Conferences					

e.g. 4TH MARKING PERIOD BY GRADE LEVEL

	Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
	Total #	%	Total #	%	Total #	%	Total #	%
Students Cutting								
Total Cuts								

e.g. 3RD MARKING PERIOD BY GRADE LEVEL

	Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
	Total #	%	Total #	%	Total #	%	Total #	%
Students Cutting								
Total Cuts								

FINAL FIGURE FOR . . .

Average Enrollment	Average Index	Students Cutting	Total Cuts	Conferees	Conferences

NOTES:

Appendix B (Cont'd)
UNOBTRUSIVE MEASURES REPORT

	DATE:	Tot.
	Daily Scheduled Appts.	
	12	
	11	
	10	
	9+	
	Male	
	Female	
BACKGROUND	Indian	
	Black	
	Asian	
	Spanish Surname	
	Other	
	School (NH) (V)	
	Other	
NATURE OF OFFENSE	cutting	
	smoking	
	parking driving	
	fighting	
	tardy	
	insubordination	
	forgery	
	truant	
	messy cafe.	
	I & R Vio.	
	misbehavior	
	insolent	
	book fine	
	general conference	
ACTION TAKEN	broken appt.	
	parental contact	
	discussion	
	detention	
	suspension	
	warning	
	Non-scheduled appts.	
	TOTALS: (Daily)	

Appendix C

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT
LEARNING COMMUNITY MANAGEMENT DATA
INTERNAL OPERATIONS INSTRUMENT (IOI)

Date: _____

ACCOMPLISHED	LEARNING COMMUNITY NUMBER									
	1	2	3	4	5	6	7	8	9	
1. LC Goals										
2. LC Perf. Obj.										
3. LC Subj. Enabl. Obj./Sub. Act.										
4. LC Matched Tch. Styles										
5. LC Ass./Eval. Inst.										
6. #Std. Assign.										
7. # Guid. in LC										
8. # Tchrs. in LC										
9. # Aides in LC										
10. LC Leader Identified										
11. LC Master Sch.										
12. GR Level 9										
13. GR Level 10-11										
14. Staff Rep: Eng										
15. SS										
16. Staff Rep: Math										
17. Science										
18. O										
19. Plan Time Prov.										
20. Role Spec. (D/S)										
21. All Tchrs Part Plan										
22. Std. Learn Obj.										
23. Variety Std. Act.										
24. Std. in Multi-Elec										
25. Com. Part Inst.										
26. LC Time/Space Dec.										
27. Std. Monitoring										
28. Std. Learn Inv.										
29. Parent Conf.										
30. Std. Accept. Resp.										
31. Std. States Learn Obj.										
32. Ass./Eval. Data Collected										
33. Com. Build										
34. Open Common LC										
35. PIC Ops.										
36. Local Com. Invol.										
37. PIC Analyses										
38. Self Impr.										
39. Budget Develop.										
40. Budget Ops.										
41. Total										
42. % Internal Ops. Cmpl.										

Appendix D

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT

MUHS PROJECT

L C. SELF-ASSESSMENT INDEX

1 2	3 4	5 6	7 8
Almost Never	Occasionally	Frequently	Almost Always

Please write in the number from the above scale that best describes your view for each of the following statements:

1. All staff members have had an opportunity to examine their own goals and the LC goals before a decision is made to participate in the program. (1) _____
2. Sufficient time is provided for learning community staff members to meet. (6) _____
3. LC members select broad educational goals to be emphasized by the LC (7) _____
4. Role specialization and a division of labor among teachers are characteristics of the LC activities of planning, implementing, and assessing. (8) _____
5. Each student learning program is based on specified learning performance objectives. (9) _____
6. A variety of learning activities using different media and modes are used when building learning programs (CPU's, community programs, team, etc.) (10) _____
7. Students pursue their learning programs within their own LC except on those occasions when their unique learning needs can only be met in another setting using human or physical resources. (11) _____
8. The staff and students use special resources from the local community in learning programs. (12) _____
9. LC members make decisions regarding the arrangement of time, facilities, materials, staff, and students within the LC. (13) _____
10. A variety of data sources is used when learning is assessed by teachers and students, with students becoming increasingly more responsible for self-assessment. (14) _____
11. Both student and teacher consider the following when a student's learning activities are selected: peer relationships, achievement; learning styles; interest in subject areas; and self-concept. (15) _____
12. Each student has an advisor whom he or she views as a warm supportive person concerned with enhancing the student's self-concept. The advisor shares accountability with the student for the student's learning program. (16) _____
13. Each student (individually, with other students, with staff members, and with his or her parents) plans and evaluates his or her own progress toward educational goals. (17) _____
14. Each student accepts increasing responsibility for selecting his or her learning objectives. (18) _____

15. Each student accepts increasing responsibility for selecting or developing learning activities for specific learning objectives. (19) _____

16. Each student can state learning objectives for the learning activities in which she or he is engaged. (20) _____

17. Each student demonstrates increasing responsibility for pursuing her or his learning program. (21) _____

18. Teachers and students have a systematic method of fathering and using information about each student which affects his or her learning. (22) _____

19. Learning community members have an effective working relationship as evidenced by responding to one another's needs, trusting one another's motives and abilities, and using techniques of open communication. (25) _____

20. The program improvement council analyzes and improves its operations as a functioning group. (26) _____

21. The program improvement council assures continuity of educational goals and learning objectives throughout the school and assures that they are consistent with the broad goals of the school system. (27) _____

22. The program improvement council formulates school-wide policies and operational procedures and resolves problems referred to it involving two or more learning communities. (28) _____

23. Students are involved in decision-making regarding school-wide activities and policies. (29) _____

24. The learning community maintains open communication with parents and the community at large. (31) _____

25. The learning community analyzes and improves its operations as a functioning group. (32) _____

26. Teacher performance in the learning environment is observed and constructively critiqued by members of the learning community using both formal and informal methods. (33) _____

27. Learning program plans for the learning community and for individual students are constructively critiqued by members of the learning community. (34) _____

28. Personalized in-service programs are developed and implemented by each learning community staff as a whole as well as by individual teachers. (35) _____

Instrument developed by Dr. Fred Wood, under the auspices of I/D/E/A, and modified by the project.

Appendix E

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT
MUHS PROJECT

L C Self-Assessment Index Summary

	L C #1	L C #2	L C #3	L C #4	L C #5	L C #6	L C #7	Grand Total
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								
Tot.								

Scale 1 - 8 (— +)

Appendix F

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT
MUHS PROJECT

"Team Effectiveness Scale"*

"1. Degree of mutual trust:

High suspicion ---------- High trust
(1) (2) (3) (4) (5) (6) (7)

2 Degree of mutual support:

Every man for himself ---------- Genuine concern for each other
(1) (2) (3) (4) (5) (6) (7)

3. Communications:

Guarded, Cautious ---------- Open, Authentic
(1) (2) (3) (4) (5) (6) (7)

We don't listen to each other ---------- We listen; we understand and are understood
(1) (2) (3) (4) (5) (6) (7)

4. Team objectives:

Not understood by team ---------- Clearly understood by team
(1) (2) (3) (4) (5) (6) (7)

5. Handling conflicts within team:

We deny, avoid, or suppress conflicts ---------- We accept conflicts and "work them through"
(1) (2) (3) (4) (5) (6) (7)

6. Utilization of member resources:

Our abilities, knowledge and experience aren't utilized by the team. ---------- Our abilities, knowledge, and experience are fully utilized by the team.
(1) (2) (3) (4) (5) (6) (7)

7. Control methods:

Control is imposed on us ---------- We control ourselves
(1) (2) (3) (4) (5) (6) (7)

8. Organizational environment:

Restrictive; pressure toward conformity ---------- Free; supportive; respect for individual differences"
(1) (2) (3) (4) (5) (6) (7)

Ref. p. 207, **Handbook of Organization Development in Schools** by Richard A. Schmuck, Philip J. Runkel, Steven L. Saturen, Ronald T. Martell, C. Brooklyn Derr, National Press Books, 1972. Center for the Advanced Study of Educational Administration

Appendix G

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT

MUHS PROJECT

TEAM EFFECTIVENESS SCALE SUMMARY

	LC #1	LC #2	LC #3	LC #4	LC #5
1					
2					
3a 3b					
4					
5					
6					
7					
8					
Tot.					

	LC #6	LC #7	LC #8	LC #9	Totals
1					
2					
3a 3b					
4					
5					
6					
7					
8					
Tot.					

Appendix H

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT

MUHS PROJECT

SUMMARY EVALUATION OF MUHS

Date:_____

MEASURES	Class_____ Student Group_____	Class_____ Student Group_____	_____
1. Stern's HSCI Scales			
1. 1 Abasement — Assurance			
1. 2 Achievement			
1. 3 Adaptability			
1. 4 Affiliation			
1. 5 Aggression			
1. 7 Conjunctivity			
1.8 8 Counteraction			
1.10 Dominance			
1.11 Ego Achievement			
1.12 Emotionality			
1.13 Energy			
1.16 Harm Avoid			
1.18 Impulsiveness			
1.20 Nurturance			
1.21 Objectivity			
1.23 Play-work			
1.25 Reflectiveness			
1.29 Supplication			
1.30 Understanding			
2. Tm Effectiveness (1-7)			
3. Internal Ops (.00 - 1.0)			
4. LC Self Assess (1 - 8)			
5. "Cut" Index			
6. Failure Rate (5)			
7. Min Pass Rate			
8. IOWA Tests			
8. 1 Reading (IOWA)			
8. 2 Language Arts (IOWA)			
8. 3 Math (IOWA)			
8. 4 Soc. Std. (IOWA)			
8. 5 Science (IOWA)			
8. 6 Use of Sources (IOWA)			
8. 7 Composite (IOWA)			

Appendix I

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT

LEARNING ACTIVITY SUMMARY

SUBJECT AREA OR LEARNING COMMUNITY:

Social Science Learning Community

SUGGESTED PREREQUISITE(S):

None

COURSE NUMBER(S) AND TITLE(S):

English, Social Studies, Mathematics, Science — #101

CREDIT:

21.0

LENGTH OF COURSE(S) (WEEKS):

36 Weeks

CLASS ACTIVITIES:

Key: E — English, SS — Social Studies, M — Mathematics, S — Science

	Oral use of the Language	Written use of the Language	Reading	Media (films, slides etc.	Student Projects	Small groups or pair work	Discussion	Lecture	Cultural Activities	Speakers	Homework
Often	E M SS	E M SS S	E SS	S		S	E SS	SS S M E			SS S M E
Occasionally	S		M S	SS E	SS E S	E SS M	S M		E SS S M	E SS S M	
Seldom				M	M						

COURSE DESCRIPTION:

The Social Science Team is geared to the eleventh grade student who is interested in learning and improving basic skills in subject areas with an emphasis on the Social Sciences.

Eleventh grade students who join the Learning Community can expect to learn and improve basic skills in the subject content areas with an emphasis in each area of relevant material that pertains to the Social Sciences, particularly focusing on the area of Sociology. The theme of "Man and His Social Environment" will be emphasized in all subject areas through an interdisciplinary approach. An example of one interdisciplinary area is the environment. This topic will be treated in the following manner:

Science:	Ecology — Chemical environment
English:	Communication skills related to the environment
Math:	Statistics and use of mathematical formulas relevant to the topic
Social Studies:	Human ecology and the effect on society.

Field trips, films, guest speakers, lectures and small group discussions, and a variety of teaching and learning techniques will be employed to supplement the subject material. A guidance counselor will also be a part of the Learning Community.

Students who join the Social Science Learning Community will learn how the four subject areas relate to the total picture of "man and his social environment." Students who are concerned about the social problems facing man today will find the social sciences team a rewarding experience.

GENERAL OBJECTIVES:

The Student Will Be Able To:

1.0 acquire basic skills and knowledge in Social Studies, Mathematics, Science, and English.

2.0 develop skills within the area of communications.

3.0 develop and apply the use of critical and analytical thinking.
4.0 develop an awareness and understanding of the relationships of man to his environment.
5.0 become more aware of the relevance of subject material to personalized experiences and situations.
6.0 learn how to make certain decisions concerning his/her occupational interest.
7.0 understand the historical background and heritage of the four basic disciplines.
8.0 understand the social forces, which constitute a major factor in terms of current thoughts and attitudes.
9.0 become more tolerant and understanding of opposing or conflicting viewpoints and values concerning social issues.
10.0 understand and practice democratic ideas involved in social group processes. (decision making process)
11.0 become more involved and interested in local and state community resources.
12.0 develop attitudes and concepts dealing with a sense of belonging.

TOPICAL OUTLINE:

1.0 Social Studies
- 1.1 Characteristics of social sciences
- 1.2 Historical development
- 1.3 Basic skills and techniques of social sciences
- 1.4 Influence of heredity and environment
- 1.5 Socialization process
- 1.6 Personality development
- 1.7 Aspects and influence of culture including contributions of Black Americans.
- 1.8 Values, norms, sanctions
- 1.9 Concept of deviance
- 1.10 Nature of social groups
- 1.11 Social institutions
- 1.12 Social stratification
- 1.13 Current social problems

2.0 English
- 2.1 The American dream
- 2.2 The American personality
- 2.3 Personalities
- 2.4 National culture
- 2.5 The American novel
- 2.6 Poetry
- 2.7 Drama
- 2.8 Short story
- 2.9 Essays
- 2.10 Creative Writing
- 2.11 Advanced Composition — in correlation to literary assignments.

3.0 Science
- 3.1 Please refer to Chemistry format located under Science in Program of Studies.

4.0 Mathematics
- 4.1 Please refer to Geometry and Algebra II formats located under Mathematics in Program of Studies.

SPECIAL FEATURES AND MODES OF INSTRUCTION:

1.0 Workshops and Mini-courses
- 1.1 Music
- 1.2 College orientation
- 1.3 Guest speakers
- 1.4 Environment

2.0 Field Trips
3.0 Large and small group instructon
4.0 Varied use of contractual teaching
5.0 Learning Community Parents' Organization
6.0 Student Advisory Council
7.0 Advisor/advisee interation.
8.0 Interdisciplinary teaching approaches
9.0 Media
10.0 Intramural Learning Community Activities.

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT

LEARNING ACTIVITY SUMMARY

SUBJECT AREA OR LEARNING COMMUNITY:

General Education Learning Community

SUGGESTED PREREQUISITE(S):

None

COURSE NUMBER(S) AND TITLE(S):

English, Social Studies, Math, Science — #107

CREDIT:

20.0

LENGTH OF COURSE(S) (WEEKS):

36 Weeks

CLASS ACTIVITIES:

Key: E — English; SS — Social Studies; M — Mathematics; S — Science

Often	All	E,SS	E,SS S	W,SS S	S	ALL	SS,S		ALL	ALL	
Occasionally		S	M		SS,E,M		E,M	SS,S			ALL
Seldom		M		M				E,M			
	Oral use of the Language	Written use of the Language	Reading	Media (films, slides, etc.	Student Projects	Small groups or pair work	Discussion	Lecture	Cultural Activities	Speakers	Homework

The Upperclass General Education Team represents a flexible learning situation for both students and faculty, within the framework of which, the student is encouraged to develop a sense of self-discipline and direction.

The team offers the four basic subjects of Mathematics, Science, English, and Social Studies in a cross-disciplined environment that allows for varying degrees of student interest and aptitude.

Classroom work is enhanced by visiting guest speakers. Opportunity for participation in the high school Employment Orientation and Work Study programs are provided, as well as selected field trips.

The matching of student to faculty member will create Advisor/Advisee roles which will provide the opportunity for a high degree of individual activity in areas of student interest.

Academic credit can be received for out-of-school work as well as traditional classroom work. The student's course of study is limited only by himself/herself and his/her advisor.

GENERAL OBJECTIVES:

The student will be able to:

ENGLISH

Level I:

1.0 Develop a reasonable proficiency in oral communication.
2.0 Develop a reasonable proficiency in written communication.
3.0 Develop a reasonable proficiency at reading for comprehension.
4.0 Develop an understanding and appreciation of art in the English language.
5.0 Value the English skills which he/she has achieved.
6.0 Utilize reference materials correctly.

Level 2

1.0 Express himself orally.
2.0 Express himself in written composition.

3.0 Read for comprehension with little difficulty.
4.0 Express and read to his/her appreciation of art via the English language.
5.0 Express the values of English skills.
6.0 Research, accumulate and summarize areas within the English language and express the results in various forms of composition.

SOCIAL STUDIES

Level 1

1.0 Develop a knowledge of general American History facts.
2.0 Develop an appreciation of American values.
3.0 Develop an understanding of American policies.
4.0 Develop an understanding of cause and effect relationships in American History.
5.0 Develop research techniques in American History.
6.0 Develop an appreciation of current events as being historically significant.

Level 2

1.0 Develop a knowledge of general social studies facts.
2.0 Construct examples of concepts involved in social studies.
3.0 Apply basic principles of social studies to practical situations.
4.0 Analyze current and past events in terms of their cause and effect.
5.0 Create opinions about various topics in social studies.
6.0 Evaluate himself/herself as a part of the society and realize his/her role in that society.

MATHEMATICS

The student will develop a functional command of:

Level 1

1.0 Multiplication tables
2.0 Whole number operations
3.0 Areas
4.0 Averages
5.0 Fractions
6.0 Decimals
7.0 Percentages
8.0 Personal mathematics

Level 2

1.0 Taxes and taxation
2.0 Solid geometry
3.0 Basic algebra
4.0 Probability
5.0 Insurance
6.0 Investments
7.0 Advanced personal mathematics

SCIENCE

The student will be able to demonstrate his understanding of the following:

Level 1

1.0 Chemical and physical processes and equipment
2.0 Food safety
3.0 Health, nutrition, and the balanced diet.
4.0 Electricity.
5.0 Heat and humidity.
6.0 Air conditioning.
7.0 Water and plumbing.

Level 2

1.0 Home care and maintenance
2.0 Conservation of energy
3.0 The human body and its systems
4.0 The importance of safety
5.0 Fabrics
6.0 The physical world around us
7.0 The automobile
8.0 Pollution

TOPICAL OUTLINE:

ENGLISH

Level 1

1.0 Sentences and punctuation
2.0 Written composition
3.0 Listening skills
4.0 Spelling
5.0 Vocabulary
6.0 Parts of speech
7.0 Speaking
8.0 Reference material
9.0 Literature
10.0 Modern application of English skills

Level 2

1.0 Sentences and punctuation
2.0 Vocabulary
3.0 Spelling
4.0 Reference materials
5.0 Listening skills
6.0 Speaking
7.0 Interviews
8.0 Letter writing
9.0 Written composition
10.0 Literature
11.0 Modern media in English
12.0 Analyzing language usage

SOCIAL STUDIES

Level 1

1.0 Early explorers
2.0 Colonialism
3.0 Revolution
4.0 Independence
5.0 Reorganization
6.0 Westward expansion
7.0 Differences among states
8.0 Civil War
9.0 Post war reconstruction
10.0 Industrialization
11.0 Progressivism
12.0 World War I
13.0 Post war problems
14.0 Causes of World War II
15.0 Foreign policy

16.0 Restricting armed forces

Level 2

1.0 Cold War
2.0 Reconstruction of Europe and Japan
3.0 Korean Conflict
4.0 Nuclear Age, Space Age
5.0 Civil Rights and Minorities
6.0 Kennedy and Viet Nam
7.0 Activism
8.0 Apathy
9.0 Politics for consumers
10.0 Feminism, senior citizens, youth
11.0 Economics for consumers
12.0 Corruption
13.0 Energy and pollution
14.0 Where is the U.S. headed?

MATHEMATICS

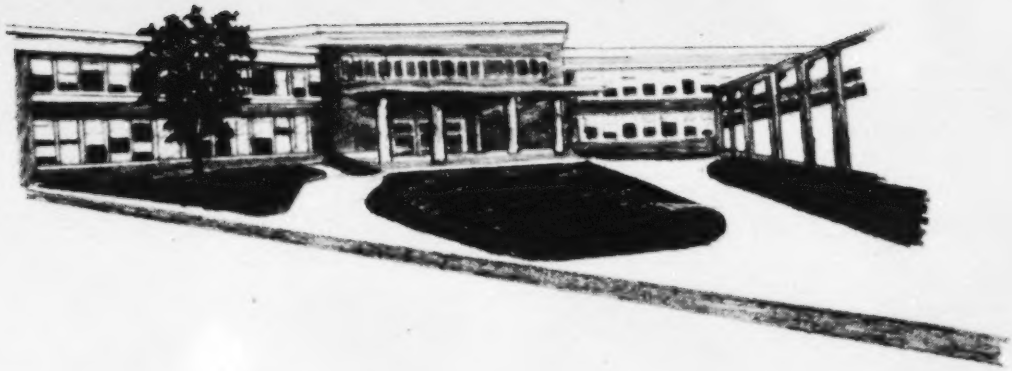
Level 1 and Level 2 — Refer to General Objectives.

SCIENCE

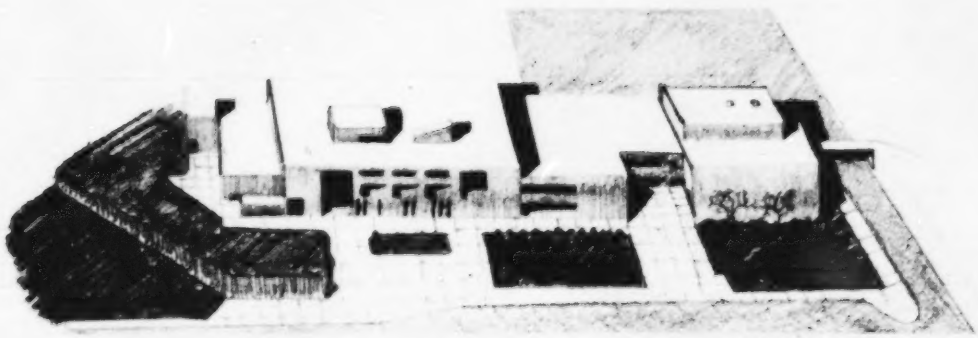
Level 1 and Level 2 — Refer to General Objectives.

MODES OF INSTRUCTION AND SPECIALIZED FEATURES:

1.0 Community action
2.0 Title I
3.0 Large group
4.0 Special guest
5.0 Advisor time



North Hunterdon



Voorhees